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PROFESSIONAL INSECURITIES OF PROSPECTIVE TEACHERS.

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TO DETERMINE WHICH COMMON TEACHING PROBLEMS CAUSE THE GREATEST CONCERN OR INSECURITY AMONG PROSPECTIVE TEACHERS, 445 JUNIORS (243 IN 1962-63 AND 205 IN 1963-64) TAKING A SECONDARY SCHOOL METHODS COURSE WERE ASKED TO RANK TWELVE MAJOR PROBLEMS IN THE ORDER IN WHICH THEY CAUSED CONCERN. THE PROBLEMS WERE COMPILED FROM THOSE OCCURRING FREQUENTLY IN TEXTBOOKS ON METHODS OF TEACHING IN HIGH SCHOOL. IT WAS FOUND THAT (1) STUDENTS EXPRESSED THE GREATEST CONCERN OVER THE PROBLEMS OF CONDUCTING THE CLASS SESSION EFFECTIVELY, ASKING STIMULATING QUESTIONS, SUPERVISING STUDIES. (2) OTHER MAJOR PROBLEMS IN ORDER OF THEIR RANKING BY THE STUDENTS WERE (A) MOTIVATING STUDENT LEARNING, GETTING STUDENTS TO STUDY AND MASTER THEIR LESSONS, (B) TEACHING STUDENTS TO STUDY, INCLUDING HELPING THEM TO READ MORE EFFECTIVELY, REMEMBER LONGER AND DEVELOP BETTER WORK HABITS, (C) PLANNING FOR TEACHING, SUCH AS PLANNING COURSES, UNITS OF WORK AND DAILY ASSIGNMENTS, (D) ADJUSTING INSTRUCTION TO SLOW, AVERAGE, AND FAST LEARNERS, AND (E) ATTAINING AND MAINTAINING GOOD CLASSROOM DISCIPLINE. (3) A PROSPECTIVE TEACHER'S MAJOR SUBJECT HAS LITTLE INFLUENCE ON THE INADEQUACIES HE FEELS TOWARD THE GENERAL PROBLEMS OF TEACHING. (4) A COURSE IN METHODS OF TEACHING CAN CAUSE SIGNIFICANT CHANGES IN A STUDENT'S FEELINGS OF INADEQUACY TOWARD SOME (I.E. NUMBER 1, 2A, AND 2C ABOVE) BUT NOT ALL OF THE GENERAL TEACHING PROBLEMS. THIS ARTICLE IS PUBLISHED IN "TEACHERS COLLEGE JOURNAL," VOL. 37, NO. 3, DEC. 1965. (AW)

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Professional Insecurities of Prospective Teachers

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by William R. Lueck

A UNIVERSITY that educates prospective teachers is responsible for providing them with adequate skills, knowledge, and understandings so that their first teaching experience will be successful. Attaining this goal should be a primary task of courses in methods of teaching.

Purpose of Study

The immediate purpose of this study was to determine which broad activities or general problems in teaching caused greatest concern or insecurity among prospective teachers. The more fundamental purpose was to determine the major areas in high school methods courses that should be emphasized in order to help students overcome their feelings of inadequacy toward these areas and thus approach their first student teaching assignments with greater confidence.

Determining Areas of Concern

The first step is to determine which fears are the most prominent. Remedial instruction can then be undertaken to allay the insecurities found. Accordingly, a list of twelve general problems often encountered by teachers was compiled from those occurring frequently in textbooks on methods of teaching in high school. The twelve items also occur very frequently in other studies on the problems of student and inservice teachers. Some of these problems will be mentioned later.

Obtaining Student Reactions

The list of twelve problems (Table 1) was submitted for ranking to 240 juniors pursuing a course in secondary school methods during the second semester of the school year 1962-63 at Illinois State University. The rankings were obtained during the second class session in order to minimize the influence of the course on student opinion. The directions given to the student for ranking the problems follow:

> Listed below are twelve major problems encountered in teaching. How confident do you feel to cope with these problems as you contemplate your first teaching experience? Read and study all the problems and then rank them according to the amount of concern, inadequacy, and insecurity you feel toward them. Select the problem about which you feel the most concern and inadequacy. Place a "1" in front of it. Then select the one of the remaining problems that gives you the greatest feeling of

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concern, inadequacy, and insecurity. Place a "2" in front of this statement. Continue in this manner until all problems have been ranked. Do not sign your name.

During the second semester of the following year (1963-64) the same list was submitted for ranking to 205 junior students in secondary school methods. In addition to ranking the items this group was also asked to rate each item on a five-point scale according to the degree of inadequacy or insecurity felt toward the item, the number "5" indicating maximum inadequacy. It should be noted that in some of the tables which follow not all the student ratings were usable. Therefore each table states the exact number of student reports on which it is based.

Evidence From This Study

Table 1 presents the twelve problems and the ranks assigned to them by both the 1963 and 1964 junior students. The highest rank or area of greatest concern in the opinion of these students was assigned to problem 2, "Conducting the class session effectively, asking stimulating questions, and supervising study." Problem 8 on motivating learning was rated third by the 1963 juniors and fifth by the 1964 students. Somewhat greater

TABLE I
RANK OF TWELVE TEACHING PROBLEMS

Problem* Number	Problem	1963 Juniors		1964 Juniors	
		Sum of Rankings	Rank (N=240)	Sum of Rankings	Rank (N=181)
1	Planning for teaching, such as planning courses, units of work, and daily assignments.	1317	6	973	4
2	Conducting the class session effectively, asking stimulating questions, supervising study.	897	1	630	1
3	Getting ready for the first day of school, checking if textbooks and supplies are available, etc.	2202	10	1742	10
4	Knowing well the subject matter you will teach—or "knowing your stuff."	1284	5	1022	6
5	Teaching students to study, including helping them to read more effectively, remember longer, and develop better work habits.	1222	3	968	5
6	Adjusting instruction to slow, average, and fast learners.	1448	7	956	3
7	Attaining and maintaining good discipline in the classroom so that effective learning can take place.	1233	4	1039	7
8	Motivating student learning, getting students to study and master their lessons.	960	2	685	2
9	Making effective assignments, initiating projects and activities.	1525	8	1153	8
10	Testing, evaluating, grading, the work of students.	1726	9	1278	9
11	Living in the community, contributing to community efforts, and working with local people.	2481	12	1876	12
12	Supervising an extracurricular activity like the student council, athletic club, or debating team.	2440	11	1780	11

*In subsequent tables reference to problems is by these numbers.

TABLE 2

VARIABLES OF THE RATINGS IN FIVE CLASSES (1964)

Problem Number	Classes A		B		C		D		E		Total	
	Mean Rating	Rank (N=32)	Mean Rating	Rank (N=34)	Mean Rating	Rank (N=26)	Mean Rating	Rank (N=48)	Mean Rating	Rank (N=33)	Mean (N=173)	Rank
1	3.38	2	2.82	6	2.62	2	2.81	5	2.90	4	2.91	5
2	3.25	3	3.35	1.5	3.23	1	3.10	2	3.23	1	3.21	2
3	1.47	10.5	1.62	11	1.65	11	1.48	12	1.52	11	1.54	11
4	3.00	4.5	2.59	9	2.58	7	2.44	7	2.67	7	2.63	7
5	2.97	6.5	3.06	4	3.04	4	2.83	4	2.85	5	2.96	4
6	2.97	6.5	3.09	3	3.19	2.5	3.04	3	3.00	3	3.06	3
7	3.00	4.5	2.91	5	2.23	9	2.65	6	2.69	6	2.71	6
8	3.41	1	3.35	1.5	3.19	2.5	3.17	1	3.21	2	3.27	1
9	2.50	8	2.62	8	2.31	8	2.40	8	2.44	9	2.46	9
10	2.31	9	2.65	7	2.85	5	2.27	9	2.46	8	2.49	8
11	1.22	12	1.44	12	1.46	12	1.50	11	1.39	12	1.41	12
12	1.47	10.5	1.65	10	1.77	10	1.73	10	1.65	10	1.66	10

discrepancies appear in the ratings of problems 6 and 7.

Another view of the concern expressed by the prospective teachers toward the twelve problems in the table may be obtained by a study of the summed rankings. Problems 2 and 8 with small sums clearly are areas of major student concern in both years. Student reaction to problems 1, 6, and 7 was somewhat variable for the two years. The students in both years agreed that the remaining problems evoked the least concern or feeling of inadequacy.

How closely are the ranks for the two years related? It is obvious from Table 1 that seven of the twelve problems received identical rankings in both years. Further evidence of close relationship between the ranks is obtained from a rho correlation coefficient of .89.

The investigator questioned the validity of asking students to rank twelve problems in the descending order of the insecurity or feeling of inadequacy evoked by them. It was thought that the several items at the top of the list would be carefully evaluated but that the students, bored by the task, would hasten through the remaining items without giving them adequate thought. Consequently, the 1964 juniors were asked to rank the problems from 1 to 12 and also rate each item on a five-point scale as already explained. The investigator then found the mean rating for each of the twelve problems and ranked them on this basis. How do these ranks compare with the ranks assigned by the students? Two of the ranks were identical, the remainder varied by only one point. The rho coefficient between the two rankings was .96 and supports the conclusion that college students are able to rank a list of twelve problems according to the feeling of inadequacy evoked by them.

Reliability of Class Ratings. How dependable are the ratings from one class? The college teacher of a methods course seeking to adjust instruction to the needs of his class should have some evidence that the problems encountered by his students are applicable to larger groups. The data of Table 2 are helpful in answering this question. The table presents the mean ratings assigned to each of the twelve problems by the students in five classes. The mean rating for the total number of students on each problem and the corresponding rank are shown so that comparisons with any one class can readily be made. A study of the table reveals no great discrepancies in the means or ranks from class to class. Rank order correlation coefficients vary from .88 to .97. This the ratings from one class are indicative of the results from other methods classes.

Degree of Inadequacy. Further evidence as to the degree of concern evoked by the twelve problems is given in Table 3. It shows the per cent of the students that assigned each of the five ratings to the several problems. The problems frequently given ratings of "1" evoked little concern in these students. Problems 3, 11, and 12 are in this category. On the other hand, problems 2, 4, 5, 6, 7, and 8 are frequently given ratings of "4" and "5," and this is evidence that approximately a third of these students feel the need for considerable help in these areas. The outstanding fact shown by the table is the high per cent of the students assigning the ratings "2," "3," and

Table 3
The Five Ratings and Their Per Cent of Occurrence (N=200)

Problem Number	Rating and Per Cent of Occurrence 1	2	3	4	5
1	8.5	32.0	34.0	18.0	7.5
2	3.0	26.0	33.5	24.5	13.0
3	62.0	28.0	6.0	3.0	1.0
4	16.0	33.0	22.5	19.0	9.5
5	6.0	29.5	38.5	17.5	8.5
6	4.0	22.5	40.0	23.0	9.5
7	12.5	38.0	24.0	16.5	9.0
8	2.0	24.5	34.5	24.5	14.5
9	11.0	41.5	35.5	11.0	1.0
10	15.0	43.0	27.0	12.0	3.0
11	68.5	26.0	3.5	1.5	1.5
12	53.0	36.0	7.5	1.0	2.5

"4." These data indicate that more than three-fourths of these students feel the need of some help with nine of the twelve problems used in this study.

Influence of the Student's Major. One would expect the prospective teacher's major to exert some influence on his reaction to the problems of teaching. The data of Table 4 do show slight changes among student ratings from five representative majors. Physical education majors rate "conducting the class session" lower than other majors, but they assign a higher rating to "testing, evaluating, and grading the work" of students. The remaining ratings are nearly identical to those of the other majors. The Rho coefficient between physical education and social studies is .85; between mathematics and physical education it is .86. All coefficients between majors other than physical education were above .90. These data lend support to the contention that many of the problems of teaching are to a considerable extent common to teachers in all curricula.

The Effect of a Methods Course. One of the five classes of 1964 juniors (N=31) was asked to rate the twelve problems before and after taking the course in high school methods. The mean initial ratings of this class were then compared with the mean final ratings of the five classes and the differences noted. The greatest reduction in feeling of inadequacy (t=3.99) was registered for problem 1 on planning instruction. Significant reductions were also reported for problems 2 and 8 concerned with conducting the class and motivating instruction. The ratios were respectively t=2.58 and 2.39. Other problems in which there were considerable but statistically not significant reductions were 5, 7, and 10. Small reductions, all attributable to the sampling nature of this study, occurred in problems 4, 6, and 11, and very small increases in problems 3, 5, and 12.

When mean initial and final ratings for the one class of thirty-one students were compared results very similar to the above were obtained. However, in problem 1 the mean difference decreased but remained significant at the three per cent level (t=2.43). In problem 10 the mean difference increased to significance at the four per cent level.

If a methods course is effective, it should instill in prospective teachers greater confidence toward teaching problems. The data reported in this section tend to support this contention especially in

Table 4
The Influence of the Prospective Teachers Major

Problem Number	Major Subject: Business Education Mean Rating	Rank (N=31)	English Mean Rating	Rank (N=36)	Mathematics Mean Rating	Rank (N=31)	Physical Education Mean Rating	Rank (N=41)	Social Science Mean Rating	Rank (N=34)
1	2.74	5	2.78	5	3.21	5	2.63	6	3.09	5.5
2	3.32	1	3.17	3	3.55	2	2.95	3	3.50	1
3	1.77	12	1.36	10	1.65	10	1.56	12	1.47	11
4	2.65	7	2.56	7	3.06	6	2.49	7.5	2.94	7
5	3.13	4	2.85	4	3.55	2	2.73	4	3.09	5.5
6	3.19	3	3.17	2	3.66	4	2.98	2	3.12	4
7	2.68	6	2.72	6	2.77	8	2.49	7.5	3.14	3
8	3.26	2	3.69	1	3.55	2	3.07	1	3.35	2
9	2.48	8	2.47	8	2.81	7	2.27	9	2.56	9
10	2.35	9	2.47	9	2.42	9	2.66	5	2.62	8
11	1.89	11	1.19	12	1.58	12	1.68	11	1.41	12
12	1.94	10	1.42	11	1.61	11	1.71	10	1.68	10

such topics of a methods course as preparing units of work, lesson plans, and tests. It should be noted that in these phases of the course the prospective teacher does the same task as the inservice teacher. When the student in a methods course cannot test the effectiveness of his learning, as in maintaining discipline and teaching pupils to study, the reduction in his feeling of inadequacy seems to be less marked. Valid conclusions cannot be drawn from a small sample, and the whole problem requires further investigation.

The Evidence from Related Studies

The basic purpose of this study was to assist teachers of methods courses in determining the relative amount of emphasis to give the topics they teach. But a teacher of methods cannot build his course entirely on anticipated problems. To him experienced difficulties should be the foundation of his course. There are many studies on the problems encountered by student and inservice teachers, and the majority of them report very similar results. Thus the writer's task was simplified to summarizing and using the results of a relatively small number of them.

Comparison with Other Studies. The results from this study vary somewhat from Hutton's findings. He reported that in a Canadian college of education the students were more concerned about classroom discipline than any other problem.[1] His data were gathered thirty years ago and are not fully applicable today. Cars, more recreational facilities, and television today compete with the school for the student's time and aggravate the problem of motivating learning. This fact is reflected in the ratings by today's prospective teachers. The explosion in knowledge and better facilities for acquiring it enable today's students to be well informed, and some beginning teachers view them as keen competition. Note that "knowing the subject matter" was given a rank of five by the 1963 juniors.

Adjusting instruction to the varying abilities of the learner was the foremost problem of elementary school teachers, according to Hefferman,[2] who published his findings in 1958. In the present study this item received seventh rank. Evidently prospective high school teachers are aware of this problem but do not feel it as keenly.

Batchelder[3] classified 4,380 specific difficulties reported by more than a thousand student teachers and their supervisors into 49 areas. He found that ten areas accounted for nearly three-fourths of all the difficulties encountered. These ten and their percentages of the total were:

(1) Handling problems of discipline (11%)
(2) Stimulating interest and motivating response (10%)
(3) Presenting lessons and guiding discussion (10%)
(4) Lacking an effective teaching voice (7%)
(5) Lacking a dynamic personality (7%)
(6) Developing poise, confidence, and emotional stability (6%)
(7) Planning activities, materials, and procedures (5%)
(8) Adapting instruction to student needs, interests, and abilities (5%)
(9) Questioning (4.5%)
(10) Budgeting time and controlling tempo (4%)

It should be noted that "command of subject," favorite of content teachers, is not among the first ten difficulties.

Lauby's[4] analysis of problems reported by 226 secondary student teachers and their 96 supervisors also places the problems of discipline first (13%) followed by presenting lessons and guiding discussion (10%), adapting instruction to needs and abilities (8%), planning learning activities (7%), motivating student interest and response (6%), and lacking poise, confidence, and emotional stability (6%). For the remaining areas the per cent of occurrence was less than five.

Wey[5] requested 132 student teachers to report their difficulties three times during twenty-two weeks. Their supervisors reported their observations at the same times. Problems of student control (11%) and motivation (8%) headed the list. Handling classroom routine (6%) and adjusting to deficiences in equipment, physical conditions, and materials (6%) were third and fourth. Lacking an effective teaching voice (4.5%) and presenting the lesson and guiding discussion (4.3%) showed greater prominence than in other studies by assuming seventh and eighth positions.

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[1]Harry K. Hutton, "Discipline - the Hardy Perennial," *Clearing House*, XXXV (March, 1961), p. 416.

[2]H. Heffernan, "What Is Your Biggest Problem?" *Grade Teacher*, LXXVI (December, 1958), p. 58.

[3]Howard T. Batchelder, *An Analysis of Student Teachers' Difficulties in Directed Teaching* (Ann Arbor: University of Michigan, 1942), 382 pp.

[4]Cecilia J. Lauby, *An Analysis of the Student Teaching Program at Indiana University* (Bloomington: Indiana University, 1949), p. 120.

[5]Herbert W. Wey, *A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools as a Basis for the Improvement of Teacher Education with Particular Reference to the Appalachian State Teachers College* (Bloomington: Indiana University, 1950, 383 pp.).

Planning learning activities (11%) and presenting the lesson and conducting discussion (8%) were given second and fourth positions in a list of difficulties compiled by Stephens.[6] These two categories are given a much higher rank here than in other studies. Adapting instruction to students (6%) and lacking poise and self-confidence also have a higher rank in this study.

Problems of student control (13%) and motivation (9%) occupy first and fourth positions in McCreery's list of teaching difficulties, but planning instruction (12%) and presenting the lesson and guiding class discussion (10%) hold second and third positions respectively. Adapting instruction (7%) and handling routine factors (4%) are in fifth and sixth positions.[7]

Hanson's[8] study presented a departure from the usual procedure of reporting the frequency of experienced difficulties or the per cents of their total. He asked student teachers and their supervisors to rank 43 teacher activities according to their difficulty. The three activities ranked most difficult were in their order: (1) stimulating interest through skillful questioning, (2) providing for individual differences, and (3) getting all students to participate.

How do students view their ability to cope with the problems of teaching before and after they have done their student teaching? Hrudka[9] answered this question in an extensive investigation at Indiana University. In addition to new data gathered, he also summarized many studies concerned with the difficulties encountered by student teachers including several cited in this report. Problems that were rated significantly more difficult after student teaching were handling routine matters in the classroom and speaking in an effective teaching voice. Planning instruction and evaluating student achievement were rated less difficult after the student teaching experiences. He also noticed a curricular influence. Lack of command over subject matter, never appearing among the five foremost difficulties in the many studies he summarized, was rated less difficult after student teaching by majors in art and more difficult by majors in social studies. In the great majority of problems encountered by student teachers Hrudka found no significant difference in difficulty before and after student teaching.

Aid to Interpret the Study

When a study uses ranks in summarizing data it is open to the criticism that the opinion of one person can change a rank. To offset this difficulty the sums of the ratings or the means of the ratings are used in this study. These statistics are more indicative of group opinion.

The reports of anticipated and experienced difficulties from prospective teachers contain some obvious omissions. For example, none of the studies found by the writer mention the teacher's role in curriculum or in formulating school philosophy. Nor do these studies mention any difficulties encountered with the new procedures such as team teaching and programmed instruction. Nevertheless, many teachers will eventually meet these problems. Hence some attention must be given these procedures in methods courses even though the beginning teacher may not find immediate use for them.

Many prospective teachers and some supervisors do not recognize certain hidden difficulties in the learning situation and hence cannot report them. An example is "teaching students to read and study more effectively." A student who lacks effective study habits is not necessarily an overt disturbing factor in the classroom. His low attainment may be attributed to a lack of ability and his real trouble remain undetected.

Some areas of teaching naturally lead to more troubles for the teacher. During a class session there may be a dozen minor disturbances in discipline, and this number would be reported. But during the same session the teacher may use only one motivating procedure, and only this one would be reported. It follows that when a study reports teaching difficulties in terms of frequency, situations involving student control nearly always attain the highest rank. This fact should be remembered in interpreting such studies. It does not follow that maintaining classroom discipline causes the greatest concern or feeling of insecurity in the teacher merely because disciplinary situations occur most frequently. Studies that require the prospective teacher to report the areas that give him the greatest feeling of inadequacy

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[6]William C. Stephens, *An Analysis of the Twelve Hour Program of On-Campus Student Teaching in the Secondary Schools at Southern Illinois University* (Bloomington: Indiana University, 1955), 311 pp.

[7]Gene S. McCreery, *An Analysis of the Student Teaching Program in the Secondary Schools of Ball State Teachers College* (Bloomington: University of Indiana, 1953, 272 pp.).

[8]Ernest M. Hanson, "Classroom Difficulties of Student Teachers," in *Scientific Method in Supervision* (New York: Teachers College, Columbia University, Bureau of Publications, 1929), pp. 106-129.

[9]Quinn L. Hrudka, *Changes That Take Place As a Result of Student Teaching in Students' Concepts Concerning Their Ability To Deal With Selected Problems of Student Teachers* (Bloomington: Indiana University, 1962, 168 pp.)

have consistently shown that discipline ranks below such problems as "motivating the student" or "presenting the lesson effectively."

Concluding Statements

The findings from this study and from the summaries of related studies seem to justify these statements.

(1) Juniors in college who are beginning their first course in high school methods feel most inadequate toward conducting the class session, including the asking of stimulating questions and supervising study.

(2) Of almost equal concern to these prospective teachers is the problem of motivating student learning.

(3) A third area of concern is the problem of teaching students to read and study more effectively.

(4) Planning for teaching, knowing your subject, and maintaining discipline are problems that evoke considerable feeling of inadequacy.

(5) A college instructor of several methods classes will find the inadequacies expressed by one large class indicative of similar difficulties in the other classes.

(6) Approximately one-fourth of the prospective teachers feel the need of considerable help on half of the general problems of teaching investigated in this study. Perhaps three-fourths of the juniors expressed some inadequacy toward ten of the twelve problems.

(7) A prospective teacher's major subject has only a small influence on the inadequacies he feels toward the general problems of teaching.

(8) A course in methods of teaching makes significant changes in a student's feeling of inadequacy toward some but not all of the general problems of teaching investigated in this report.

(9) The major topics of a course in high school methods in order of decreasing emphasis follow:

(a) Development interest and motivating students.

(b) Presenting lessons effectively and guiding class discussions.

(c) Attaining and maintaining discipline.

(d) Adapting instruction to student needs, interests, and abilities.

(e) Planning activities, materials, and procedures.

(f) Teaching effective reading and study habits.

(g) Testing, evaluating, and grading the work of student.

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Censorious Literature and Curriculum Change i

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mum of zero semester hours to a maximum of seventy semester hours of preparation. By 1963 the institutions included in this investigation indicated a minimum of zero semester hours to a maximum of thirty semester hours. The 1953 average semester hour requirement in this category was 33.3 hours as compared to the 1963 average of 9.5 semester hours. The average semester hour requirement in subject matter preparation in the institutions included in this investigation decreased 23.8 hours during the ten year period.

Summary of changes. The findings of this investigation indicate a trend toward allowance of more student choice in course selection. This is evidenced by the reduction in prescribed subject matter preparation to an average requirement of 9.5 semester hours in the colleges investigated.

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quirement of 33.3 semester hours, permits the student to elect 23.8 semester hours in a subject matter field of specialization. This change more nearly complies with the demand of the critics of teacher education for greater subject matter competency on the part of all teachers, elementary and secondary.

The investigation further revealed a 2.6 semester hour decrease in the professional education courses from 1953 to 1963. This reduction also is in harmony with the desires of the critics of teacher education curriculums for a decrease in proliferation of professional education courses.

The only area investigated that showed a gain in the average semester hour requirement of stu-

dents preparing to teach at the elementary level was the area of methods courses. As has been stated, however, this increase was very slight, consisting of an increase of .6 semester hours over the ten year period.

The average increase in electives from 1953 to 1963 was 25.8 semester hours. This represents an average increase of 20 per cent in elective or subject matter specialization permitted in 1963 when compared with the 1953 average.

Anticipated Curriculum Change

In response to the request for information concerning anticipated curriculum changes in the elementary teacher preparation program, the following data were secured:

(1) Of the institutions polled, 27 per cent anticipated little change since they had just recently completed extensive curriculum revision.

(2) Of the institutions polled, 46 percent anticipated little immediate change.

(3) Of the institutions polled, 27 per cent indicated that major changes were presently being instituted in their curriculums for prospective elementary teachers. The anticipated changes include a five-year plan, a more liberal education, less methods courses required, more subject matter preparation, and less professional preparation.

Interpretations

There is a question whether the changes reflected in this investigation have occured as a result of censorious literature or are the product of continuing research and development being conducted by educators themselves. One important fact is very obvious, however: The preparation of elementary teachers is changing. The changes being made are not so extensive as the more vociferous critics of teacher education wish, but certainly they are more extensive than desired by conservatives in education. The changes which have been completed are calculated, logical, and carried out without disrupting the total program. This deliberate, continued evolution would seem to be much less disruptive than the wholesale changes advocated in much of the recent censorious literature.

Professional Negotiations for Improved Communications, Efficiency, and Morale

(Cont. from p. 102)

defined as the instrument by which the vast abilities of the teaching profession can be invoked in the solution of perplexing educational problems. It is the agent by which the barriers to intelligent communication can be penetrated and the vested interests and the abilities of all the parties concerned can be integrated into an effective program.

The ancient concept of employer-employee relationships based on the paternalistic idea, the benefactor-beneficiary pattern, has given way to a concept of intelligent and equal participation of all parties concerned within the framework of a proper allocation of authority.

Professional negotiation is not new. It has taken place for all of the years we have had public schools. It took place when the first school trustee employed the first teacher and made a bargain as to the time, place, and conditions of work.

The requirements of the job of a teacher at that time were meager. Yet, in those early years, the people of the state through the state legislature observed that the hit-and-miss, highly unequal employment conditions prevailing in the various communities of the state could not produce the kind of public school system that is required in a democracy, and could not fulfill the historic mission of the state agency for creating and operating such a system.

In Indiana, the legislature gave to the townships massive grants of authority and duty to establish and operate schools. But, step by step, the legislature saw that such grants of power and authority to a thousand local agents is bound to create chaos, inequality, and in many cases, injustice and low quality education.

In one law after another the state legislature said you must pay a certain minimum salary, you must engage the teacher for the total year, you must enter into a written contract, you must engage the teacher for the total year, you must notify the teacher a given time before his dismissal, you must under certain circumstances give him the reasons for his dismissal, you must refrain from employing any teacher who is not properly licensed in his field, you must assign pupils so that the average class load will be reasonable, you must deduct from his salary for retirement years, and you must grant recognition to superior training and experience.

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School Board-Faculty Negotiations

Confusion and Conflict or Conference and Cooperation